Your Guide to Development Opportunities at Rensselaer Polytechnic Institute
Greetings from President Shirley Ann Jackson

If our future is to be one of hope, and it has to be if there is to be a future, for ourselves and for the world, we must assume the responsibility today to nurture all available talent.

I am pleased to offer the development opportunities included in this catalog to you. The programs were designed in response to the needs assessment survey conducted by the Division of Human Resources and developed with the guidance of the President’s Cabinet. The catalog provides a blueprint for developing job competencies needed to achieve the goal of The Rensselaer Plan. There really is only one way to meet our goal and that is through people.

You are the people responsible for the day-to-day actions needed to secure Rensselaer’s place as a world-class technological research university for a new century. Reaching our goal will require teamwork in every school and division to achieve the ‘highest priorities’ outlined in the performance portfolios of each school and division. To be successful, we must continually assess our learning and development needs.

The development programs described in this catalog will provide you with the tools to assess your skills, to design your personal plan for professional development, and to assist in planning your development activities for the year. You should discuss with your supervisor whether you are prepared to comfortably participate in the courses, workshops, and/or seminars.

I invite you to participate in the many courses designed to challenge, excite, and prepare you to continually improve in your job and your career. I hope you will actively pursue your own development plan so that together we will ‘achieve prominence in the 21st century as a top-tier world-class technological research university, with global reach and global impact.’

Sincerely,
Shirley Ann Jackson
A Message from the
Vice President for Human Resources

Dear Colleagues:
The Division of Human Resources is pleased to present the Professional Development catalog of courses and seminars to assist you in developing your career with Rensselaer. Whether you are new to your career level or a more seasoned professional, there are courses and workshops in this catalog designed to provide value in building a career path for future success.

The program objectives are to:
- Provide competency-based skill building curriculum
- Increase faculty/staff effectiveness in supporting performance plans
- Contain program costs to allow maximum participation
- Improve delivery of services
- Be positioned to add more value to career development
- Develop competencies to drive organizational change in serving customers and building teams

Attendance is important; and for some programs your attendance is required! Remember to register and record on your calendar the learning opportunities you plan to attend. Mail, email, or fax your completed registration as directed on the form. Be sure you have received confirmation of admission to a particular session before you attend. If you do not receive notification of confirmation or denial, you should contact the Division of Human Resources. We need to know at least four (4) days before the scheduled session if you intend to cancel.

The program locations are announced in advance when the schedule is posted. The Division of Human Resources also utilizes an on-line learning management system called Traincaster. The system incorporates both traditional “classroom style” informational sessions and web-based learning opportunities. Additionally, an on-line account will be available for you to track your development progress as well as selected classes via our web-based program. You can find up-to-date information about the schedule on the Division of Human Resources’ web page: http://www.rpi.edu/dept/hr/index.html

With more than 50 program presentations to choose from, you’re sure to find a learning opportunity that meets your professional need and job level. The presentations are more than just a lecture --each presentation is designed to be interactive with techniques and tools to provide an effective transfer of knowledge for the adult learner. Each section describes who should attend the program presentation. Before you register, make sure you should attend.

Regards,
Curtis N. Powell, SPHR
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Individual Development Plan

It is a tool cooperatively developed between a supervisor and an employee, in which development needs of the employee are forecasted and scheduled in order to enhance the employee’s competencies.

The IDPs are a useful tool for employee development because they provide:

- Logical and structured framework for assessing the needs of both the individual and the organization.
- Merger of individual goals with organizational needs.
- Methods for organizing developmental experiences instead of haphazardly committing both time and money on what may or may not be useful experiences.

IDPs help the employee and supervisor identify developmental needs that address essential competencies, legal requirements, career development, and professional growth.

It allows the employee and supervisor to focus limited resources in the area of greatest need.

The process may also help an employee identify areas of growth outside the job that are important to that individual.

Individual Development Process

Determine your objective
- Identify competencies you need to acquire to enable you to perform your current duties
- Plan your future career development

Collect all relevant materials
Your current performance management tool (job description).

Conduct competency assessment
What is your level in each competency?
- Improvement Essential for Success
- Development Necessary
- Successful Performance
- Exceeds Standard

List developmental activities
Identify developmental opportunities that will help you attain or enhance the competencies identified.

Prioritize developmental activities
Set target dates and make any necessary contacts to set up your activities.

Implement development plan
Initiate, register, and/or attend development programs.

Evaluate your experiences
Assess whether the activities you have completed met your needs -- have you attained the competency?

Track achievement of competencies
Use your Performance Management Tool (PMT) to track achievement of competencies.
Rensselaer’s On-Line Learning Management System

The Division of Human Resources is pleased to provide Traincaster, an on-line Learning Management System for employees of the Institute. Traincaster is designed as a tool for employees and managers to aid in the Professional Development processes.

The system incorporates both traditional “classroom style” informational sessions and web-based training opportunities. At a glance, both you and your manager or supervisor are able to review what courses you have chosen to take, or have been assigned to your position, what courses you may have begun or have completed, and a schedule of upcoming courses. In many cases you will be able to complete courses from any computer in your office, at your desk and even from home!

As an additional informational tool, you will be receiving e-mail notifications from Traincaster regarding both completed courses and courses assigned to you but not yet completed.

Questions or comments related to this system should be directed to Will Fahey at extension 2318 or faheyw@rpi.edu
Getting Started

Resources You Need to Create an Individual Development Plan

- Performance Management Tool (PMT) appraisal; and
- Professional Development Program catalog of courses, workshops, and seminars.

**Determine what you want to get out of the Individual Development Planning process**

Do you want to - -
- Assess your current level of competency relative to your present job?
- Determine what you need to do to move to the next level of competency?
- Plan for a future career goal?

Regardless of your goal, it may be helpful to begin by assessing your current competencies using your recent Performance Management appraisal.

**Discuss all competencies related to your job with your supervisor**

- With your supervisor, determine your current level of performance of each competency and make a list of developmental activities that will expand your knowledge, skills, and ability in each targeted competency.
- List competency areas in which you need to gain new skills or increase your proficiency. The most appropriate type of development activity will depend upon factors (e.g., type of skill to be developed).

**After developmental activities have been identified the next step is to prioritize them and to identify a target date.**

- Make sure that you clarify with your supervisor which development activities the organization will support.
- Once you have completed your IDP, your supervisor will make an effort to provide you with the opportunities you need to carry out the Plan. **You should recognize that the IDP process is a tool, not a formal agreement or guarantee.**

**What are the Benefits of Creating an IDP?**

- Helps staff plan for future career development
- Increases staff’s level of commitment to their professional growth
- Helps supervisors and managers forecast development costs and needs
COMPETENCY LIBRARY

Definition of "competency"
A set of related knowledge, attitudes, and skills that...
- affects a major part of one’s job
- correlates with performance on the job
- compares to well-accepted standards
- improves through learning and development

This Competency Library has four sets of competencies: 1) Service and Maintenance; 2) Professional; 3) Supervisory; 4) Management

SERVICE and MAINTENANCE COMPETENCIES

Knowledge of Business
Understands Rensselaer’s industry and marketplace
Understands the basic organizational structure of Rensselaer
Understands his or her contribution to Rensselaer’s success

Service and Technical Knowledge
Utilizes expertise in delivering services in area of responsibility
Explains the services his or her department and efficiently performs those services
Works cooperatively with others to fulfill service commitments
Uses good judgment in responding to emergencies

Customer Focus
Dedicated to meeting the expectations of customers
Takes personal responsibility for customer satisfaction
Develops communication channels to fully understand customer expectations

Management of Change
Learns and applies new techniques and technology
Adapts behavior and work in response to changing conditions or unexpected barriers

Process Management
Determines processes necessary to get things done
Understands how to separate and to combine tasks into efficient workflow
Manages schedules and tasks to complete all assignments

Personal Credibility
Complies with all time and attendance requirements
Respects rights of co-workers and customers and acts in a courteous manner
Exhibits pride in services provided and speaks positively of Rensselaer
Follows through on commitments and service promises

Commitment to Teamwork
Develops and maintains cooperative relationships with others at all levels
Shares information, resources, and ideas
Demonstrates flexibility in work practices, procedures, or processes
Works effectively with others to accomplish tasks and goals to find solutions
Participates in and actively supports group decisions
Works actively to resolve conflict to a positive outcome
PROFESSIONAL COMPETENCIES

Knowledge of Business
Understands the essentials of the Institute’s competitive position and strategy
Understands how his/her area of responsibility contributes to Rensselaer’s success

Specialized Knowledge
Keeps abreast of trends in his or her field of expertise
Makes practical application of specialized knowledge in everyday situations
Serves as a resource for co-workers in area of specialized knowledge

Judgment/Decision Making
Assesses situations, considers alternatives and chooses appropriate course of action
Establishes priorities and organizes work in a logical manner to accomplish goals
Makes decisions and advises appropriate personnel of situation
Applies careful analysis; looks beyond the obvious

Customer Focus
Dedicated to meeting the expectations of customers
Takes personal responsibility for customer satisfaction
Develops communication channels to fully understand customer expectations

Process Management
Determines processes necessary to get things done
Breaks down work into process steps
Manages schedules and tasks to complete all assignments
Monitors process, progress, and results

Commitment to Teamwork
Develops and maintains cooperative relationships with others at all levels
Shares information, resources, and ideas
Demonstrates flexibility in work practices, procedures, or processes
Works effectively with others to accomplish tasks and goals to find solutions
Participates in and actively supports group decisions
Works actively to resolve conflict to a positive outcome

Management of Change
Learns and applies new procedures and techniques
Adapts behavior and work to respond to changing conditions and unexpected barriers
Supports change initiatives within department and throughout Rensselaer

Personal Credibility
Follows through on commitments and service promises
Strictly protects confidentiality and privacy of information and people
Respects rights of co-workers and customers
Acts in a courteous manner
Exhibits pride in services provided and speaks positively of Rensselaer
Acknowledges and expresses appreciation for excellent service observed or received
SUPERVISORY COMPETENCIES

Knowledge of Business
Understands the essentials of the Institute’s competitive position and strategy
Understands how his/her area of responsibility contributes to Rensselaer’s success

Specialized Knowledge
Remains current in field of expertise through seminars and professional associations
Utilizes knowledge of field/industry to make practical applications in everyday operations

Judgment/Decision Making
Assesses situations, considers alternatives and chooses appropriate course of action
Establishes priorities and organizes work in a logical manner to accomplish goals
Makes decisions and advises appropriate personnel of situation

Directing Others
Sets clear objectives, distributes the workload appropriately
Maintains dialogue with others on work and results
Allows staff to finish and be responsible for their work
Monitors process, progress, and results

Customer Focus
Dedicated to meeting the expectations of internal and external customers
Accepts personal responsibility for customer satisfaction
Establishes and maintains personal relationships with customers
Gains trust and respect to obtain first hand customer information
Uses customer information for improvement of delivery of services

Management of Change
Recognizes/implements change internally and externally to maintain competitive position
Creates change through appropriate problem solving, innovation, and role influence
Supports organization’s change initiatives

Financial
Monitors and tracks budget
Develops accurate financial data and projections for inclusion in annual budget process
Justifies expenditures which exceed budget limits

Personal Credibility
Follows through on commitments and service promises
Strictly maintains privacy and confidentiality
Respects rights of all co-workers and customers
Behaves in an ethical manner in everyday situations

Commitment to Teamwork
Develops and maintains cooperative relationships with others at all levels
Shares information, resources, and ideas
Demonstrates flexibility in work practices, procedures, or processes
Works effectively with others to accomplish tasks and goals to find solutions to problems
Participates in and actively supports group decisions
Works actively to resolve conflicts to a positive outcome
MANAGEMENT COMPETENCIES

Decision-Making Quality
Makes good decisions based upon a mixture of analysis, experience, and judgment
Most of his or her solutions and suggestions turn out to be correct over time
Sought out by others for advice and solutions

Directing Others
Good at establishing clear directions
Sets stretching objectives; distributes the workload appropriately
Lays out work in a well-planned and organized manner
Maintains two-way dialogue with others on work and results
Brings out the best in other people
Is a clear communicator

Organizational Skills
Can marshal resources (people, funding, material, support) to get things done
Can orchestrate multiple activities at once to accomplish a goal
Uses resources effectively and efficiently

Planning
Accurately scopes out length and difficulty of tasks and projects
Sets objectives and goals
Breaks down work into the process steps
Develops schedules and task/people assignment
Anticipates and adjusts for problems and roadblocks
Evaluate results

Problem-Solving Skills
Uses rigorous logic and methods to solve difficult problems with effective solutions
Probes all fruitful sources for answers
Is excellent at honest analysis; looks beyond obvious and can see hidden problems

Effective Team-Building Skills
Blends staff into teams when needed
Creates strong morale and spirit in his or her team
Shares wins and successes
Lets staff finish and be responsible for their work
Defines success in terms of the whole team

Managing and Measuring Work
Clearly assigns responsibility for tasks and decisions
Sets clear objectives and measures
Monitors process, progress, and results; and designs feedback loops into work

Financial
Develops and presents budgets that realistically reflect the needs of department
Initiates cost containment measures within area of responsibility
Monitors budget variances and takes corrective action

Commitment to Teamwork
Develops and maintains cooperative relationships with others at all levels
Shares information, resources, and ideas
Demonstrates flexibility in work practices, procedures, or processes
Works effectively with others to accomplish tasks and goals to find solutions to problems
Participates in and actively supports group decisions
Works actively to resolve conflicts to a positive outcome
The Management Development Series includes six (6) Core courses of basic skills and concepts critical to supervision; and six (6) Elective courses. To receive the Management Development Certificate, supervisors should complete six core courses and four elective courses.

**Core Courses**
- Basic Principles for a Collaborative Workplace
- Giving and Receiving Constructive Feedback
- Healing the Customer Relationship
- Identifying Work Priorities/Setting Verifiable Goals
- Proactive Listening
- Reaching for Stellar Service

**Elective Courses**
- Coaching: Bringing Out the Best In Others
- Conducting a Collaborative Performance Review
- Correcting Performance Problems
- Gaining Commitment to Preset Goals
- Giving Recognition
- Personal Strategies for Navigating Change

In the Staff Development Series we offer two sets of concepts: **Basic and Advanced** to manage your career and enhance your professional growth.

**Basic Concepts**
- Basic Principles for a Collaborative Workplace
- Connecting with Customers
- Finding Opportunities for Improvement
- Healing the Customer Relationship
- Identifying Work Priorities
- Reaching for Stellar Service

**Advanced Concepts**
- Coaching: Bringing Out the Best In Others
- Giving and Receiving Constructive Feedback
- Personal Strategies for Navigating Change
- Presenting Your Thoughts and Ideas
- Proactive Listening
Basic Principles for a Collaborative Workplace

OVERVIEW

Organizations today require a workplace where staff is willing and able to work together in new and collaborative ways. Collaboration has a positive impact on productivity, quality, customer satisfaction, and overall organizational performance.

This unit demonstrates how the Basic Principles create a collaborative climate where everyone is able to cooperate, share ideas, and work together for a common purpose.

The Basic Principles are a set of behaviors that help individuals at every level of an organization put shared values into practice to develop strong work relationships.

LEARNING OBJECTIVES

1. Describe how collaboration improves organizational performance
2. Explain the importance of shared values in creating a collaborative workplace
3. Identify the values that are important to them and their organization
4. Explain how the Basic Principles help put shared values into practice
5. Describe specific ways they can use the Basic Principles in their work situations

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others

Coaching: Bringing Out the Best in Others

OVERVIEW

Effective coaching aims to maximize the performance of everyone associated with an organization – staff, managers, customers, and vendors. By applying coaching skills in the workplace, employees can motivate, guide, and support one another in working toward – and achieving – top performance.

This unit helps participants recognize daily opportunities to coach staff they work with and provides participants with the coaching skills they need to bring out the best in everyone.

LEARNING OBJECTIVES

1. Describe how collaboration improves organizational performance
2. Explain the importance of shared values in creating a collaborative workplace
3. Identify the values that are important to them and their organization
4. Explain how the Basic Principles help put shared values into practice
5. Describe specific ways they can use the Basic Principles in their work situations

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others
Conducting a Collaborative Performance Review

OVERVIEW

Although the formal performance review may seem more an administrative than a management responsibility, in practice it can be an extremely powerful tool for the performance leader. Especially today, when people work more independently, few opportunities arise when both the manager and employee can step back, look at what’s happened, and decide how to improve in the future.

This unit provides a collaborative approach to the formal performance review. Participants will learn how to prepare employees – and themselves – for a review, how to manage expectations during the session, and how to create an atmosphere that encourages them to be open about their concerns and aspirations for the future.

LEARNING OBJECTIVES

1. Explain how a performance review discussion can be used to increase individual learning and productivity
2. Describe how to prepare the person being reviewed for a collaborative discussion
3. Describe how to prepare themselves for a collaborative performance review
4. Explain the importance of identifying two or three core points that they want the person reviewed to remember
5. Set up a focused discussion by opening the review with purpose, outcomes, and agenda

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others; Managing and Measuring Work

Correcting Performance Problems

OVERVIEW

This unit provides modeling and practice in how to hold discussions with staff about unacceptable performance. It focuses on discussions that are necessary after less formal feedback and coaching have failed to result in a turnaround.

The unit provides a process that leaders can use to get an individual’s performance back on track and to build motivations for continual improvement.

LEARNING OBJECTIVES

1. Recognize why leaders delay correcting poor performance and what the costs are of delaying action
2. Identify performance situations in which to take action
3. Explain how thorough preparation lays the groundwork for a constructive discussion about performance and describe what goes into thorough preparation
4. Successfully conduct a discussion about the need to improve performance

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others; Problem-Solving Skills
Gaining Commitment to Preset Goals

OVERVIEW

Even in today’s more collaborative workplace, there are times when an organization must assign preset goals to staff that have had little or no input in developing them.

This unit offers leaders a process for helping commit to such goals. It examines the following:

- What to do in advance to build a compelling case
- How to encourage staff to express their concerns
- How to learn from these concerns in order to move the staff toward commitment
- How to gain agreement on specific next steps to accomplish the goals

LEARNING OBJECTIVES

1. Describe why preset goals are necessary
2. Explain why it is essential to involve the work group or team in planning how to accomplish preset goals
3. Anticipate and plan for possible reactions to preset goals
4. Understand the need for ongoing support until goals are met
5. Successfully conduct a meeting to introduce and gain commitment to preset goals

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Commitment to Teamwork
Management – Commitment to Teamwork; Planning; Effective Team-Building Skills

Giving and Receiving Constructive Feedback

OVERVIEW

Supervisors and organizations both benefit from honest, objective feedback about how things are progressing. A constant exchange of information helps everyone stay on track and the organization stay competitive. Situations come to the forefront before they become problems, information that can improve performance gets to the right staff at the right time, and staff can build strong working relationships.

In this unit, participants learn constructive approaches to giving and receiving feedback. The emphasis is on maintaining a spirit of openness and mutual respect.

LEARNING OBJECTIVES

1. Define constructive feedback
2. Explain why everyone in the organization needs to be able to give and receive constructive feedback in a spirit of openness and mutual respect
3. Give constructive feedback
4. Use various techniques for receiving constructive feedback

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others
Giving Recognition

OVERVIEW

In today’s cross-functional work environment, everyone, not just managers and supervisors, must learn to give recognition to peers and even to those outside the organization in order to create and sustain a productive workplace.

People typically acknowledge only dramatic, visible accomplishments, but an environment where individuals also recognize small, everyday successes encourages initiative. Positive reinforcement inspires people to think beyond their immediate well-being and to focus on the concerns of the group and of the organization as a whole. In this unit, participants learn to acknowledge efforts and results in meaningful and appropriate ways. They discover that recognition is a powerful tool everyone can use to build better working relationships and to encourage others.

LEARNING OBJECTIVES

1. Explain the impact of recognition on individual and organizational success, especially in cross-functional environments
2. Identify reasons why staff is reluctant to give recognition
3. Identify behaviors that reinforce staff’s efforts to reach organizational goals and objectives
4. Recognize staff at all levels of the organization
5. Plan for effectively recognizing the efforts of others to sustain and encourage their performance

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others; Effective Team-Building; Commitment to Teamwork

Healing the Customer Relationship

OVERVIEW

Serving customers who are frustrated or angry is a challenge for both new and experienced service providers. Working with a customer who has had a bad experience demands extraordinary patience and tact. Research shows, however, that the effort can not only restore that customer’s loyalty, but create a relationship stronger than it was before.

In this module, participants discuss the positive potential in negative customer experiences and learn four guidelines for restoring a customer’s trust and confidence. Techniques to turn bad experiences into good include acknowledging the customer’s feelings, agreeing selectively, taking immediate action to correct the problem, making value-added gestures, and following up to demonstrate commitment to an improved relationship.

LEARNING OBJECTIVES

1. Identify negative customer experiences
2. Explain why it is important for organizations to heal relationships with customers who are frustrated or angry
3. State four guidelines for effectively restoring customer trust and confidence
4. Manage their own personal reactions to emotional statements made by customers
5. Apply several defusing techniques with customers who are angry or upset
6. Take action to turn things around after a repair relationship

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Customer Focus
Management – Customer Focus
Identifying Work Priorities & Setting Verifiable Goals

OVERVIEW

Presently, staff often take on many different kinds of jobs and responsibilities – cross-functional, project related, short duration, and long term.

This unit consists of two closely related processes. The first enables supervisors to prioritize their work according to the key results the organization is trying to achieve.

The second process, goal setting, commences where the first leaves off. Participants learn a common-sense approach that helps them formulate clear goals and add goals to those with high payoffs for the entire organization.

LEARNING OBJECTIVES

Part One
1. Rate and rank work responsibilities based on organizational contribution
2. Identify options for handling high-priority responsibilities that be compromised
3. Successfully help themselves and others identify work priorities

Part Two
4. Describe ways to understand the reasons for change
5. Translate high-priority responsibilities into outcomes with verifiable terms.
6. Successfully help themselves and others set verifiable goals

LENGTH

Eight (8) Hours (two 4-hour segments)

REGISTRATION FEE

$100

WHO SHOULD ATTEND

Supervisory – Knowledge of Business
Management – Organizational Skills

Personal Strategies for Navigating Change

OVERVIEW

In our workplace, staff is experiencing tremendous changes in organizational strategies, in the way work gets done, and in the way staff works together. These changes present new demands and challenges for every individual in the organization. Without personal strategies for dealing productively with change, staff can become overwhelmed and communications can break down.

This course provides supervisors with an approach to navigating change— an approach that staff in any organization can use effectively. Participants explore skills that help them deal with change both individually and interpersonally, and they develop strategies to deal effectively with change that’s difficult for them.

LEARNING OBJECTIVES

1. Describe the challenges of the changes they are experiencing in their work
2. Describe common responses to change
3. Examine and learn from their own behavior during changes they’ve faced in the past
4. Assess and understand the reasons for change
5. Work effectively with others who resist change
6. Take positive action to make change successful, both individually and with others

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Management of Change
Management – Managing/Measuring Work
Proactive Listening

OVERVIEW

In today’s business environment, intense competition and rapid change have dramatically expanded the need for information. In the past, staff had to know how to do their jobs, but now staff needs a picture of the business as a whole. That means having information about external influences and about the work of other functions. Proactive listening helps meet this need. It is also a powerful tool for building and maintaining the strong relationships required to reach personal and organizational goals.

In this unit, participants learn verbal and nonverbal techniques for moving from a reactive to a proactive approach to listening.

LEARNING OBJECTIVES

1. Identify situations in which good listening can make the difference between success and failure
2. List typical barriers to effective listening
3. Listen proactively
4. List specific techniques to deal with communication styles they find challenging
5. Identify steps individuals can take to reinforce proactive listening

LENTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Directing Others
Management – Directing Others

Reaching for Stellar Service

OVERVIEW

To provide the kind of exceptional service that creates real customer loyalty, organizations need people who possess not only robust interpersonal skills, but a positive, can-do attitude, an understanding of the larger organizational context they work in, and a commitment to making excellence their everyday service standard.

In this module, participants explore the challenges of delivering stellar service and the ways it adds value to every type of customer interaction: one-time or long-term, routine or unique, face-to-face or on the telephone, and technical or non-technical. Participants plan how to meet the five criteria by which customers judge service – respect and caring, timeliness, reliability, accuracy, and flexibility – and plan what they can do to improve their performance in these areas.

LEARNING OBJECTIVES

1. Describe the challenges of delivering stellar service
2. Describe the importance of their role in building customer loyalty
3. List key moments of truth in customer interactions
4. Describe how customers define stellar service
5. Plan for their own success in delivering the five service qualities customers expect
6. List actions they can take to build customer loyalty

LENTH

Four (4) Hours

WHO SHOULD ATTEND

Supervisory – Customer Focus
Management – Customer Focus
Basic Principles for a Collaborative Workplace

OVERVIEW

Organizations today require a workplace where staff is willing and able to work together in new and collaborative ways. Collaboration has a positive impact on productivity, quality, customer satisfaction, and overall organizational performance.

This unit shows how the Basic Principles create a collaborative climate where everyone is able to cooperate, share ideas, and work together for a common purpose.

The Basic Principles are a set of behaviors that help individuals at every level of an organization put shared values into practice to develop strong work relationships.

LEARNING OBJECTIVES

1. Describe how collaboration improves organizational performance
2. Explain the importance of shared values in creating a collaborative workplace
3. Identify the values that are important to them and their organization
4. Explain how the Basic Principles help put shared values into practice
5. Describe specific ways they can use the Basic Principles in their work situations

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Commitment to Teamwork
Professional – Commitment to Teamwork

Coaching: Bringing Out the Best In Others

OVERVIEW

Effective coaching aims to maximize the performance of everyone associated with an organization – staff, managers, customers, and vendors. By Applying coaching skills in the workplace, employees can motivate, guide, and support one another in working toward – and achieving – top performance.

This unit helps participants recognize daily opportunities to coach staff they work with and provides participants with the coaching skills they need to bring out the best in everyone.

LEARNING OBJECTIVES

1. Describe how collaboration improves organizational performance
2. Explain the importance of shared values in creating a collaborative workplace
3. Identify the values that are important to them and their organization
4. Explain how the Basic Principles help put shared values into practice
5. Describe specific ways they can use the Basic Principles in their work situations

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Commitment to Teamwork
Professional – Commitment to Teamwork
Connecting with Customers

OVERVIEW

Providing stellar service isn’t just about business; it’s also about people and the ability to connect with each customer at a human level. Not even the timeliest, accurate, and thorough service will win customers’ loyalty unless, in the process, customers feel recognized and valued as unique individuals. The ability of the service provider to communicate these feelings lies at the core of stellar service.

This module prepares service providers to know when and how to establish that all-important human connection with each customer, even in brief interactions. Participants learn how to build rapport with customers and to consider each service situation from the customer’s point of view. They practice using positive, service-oriented language, projecting a positive attitude and a willingness to help, and listening to show interest and respect for customers’ unique needs.

LEARNING OBJECTIVES

1. Consider each service situation from the customer’s point of view and respond on a human level
2. Project a positive attitude and willingness to help
3. Listen to customers in a way that shows interest and respect for their unique needs
4. Build rapport with customers in a genuine way
5. Gain the customer’s confidence by using positive, service-oriented language

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Customer Focus
Professional – Customer Focus

Finding Opportunities for Improvement

OVERVIEW

One way organizations can increase their competitive advantage is by being more responsive to their customers’ needs. Fundamental to this customer focus is being able to assess work processes and systems to see if they can produce products and services that result in satisfied customers.

This unit provides a step-by-step method for looking at an organization’s work processes and uncovering opportunities for improvement — places where complexity and waste can be eliminated, and work steps can be revised or added to make sure customer expectations are met or exceeded.

LEARNING OBJECTIVES

1. Visualize work in terms of processes and systems
2. Construct a flow chart to represent a work process
3. Monitor a work process and compare its performance to the key expectations of their customers
4. Describe the value of thoroughly analyzing a work process before making improvements
5. Explain the need to measure and monitor the performance of a work process in order to make improvements
6. Identify opportunities for improvement in work processes in order to better meet or exceed customer expectations

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Process Management; Management of Change
Professional – Process Management; Management of Change
Giving and Receiving Constructive Feedback

OVERVIEW

Supervisors and organizations both benefit from honest, objective feedback about how goals are being met. A constant exchange of information helps everyone stay on track and the organization stay competitive. Situations come to the forefront before they get out of hand, information that can improve performance gets to the right staff at the right time, and staff builds strong working relationships.

In this unit, participants learn constructive approaches to giving and receiving feedback. The emphasis is on maintaining a spirit of openness and mutual respect.

LEARNING OBJECTIVES

1. Define constructive feedback
2. Explain why everyone in the organization needs to be able to give and receive constructive feedback in a spirit of openness and mutual respect
3. Give constructive feedback
4. Use various techniques for receiving constructive feedback

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Personal Credibility
Professional – Personal Credibility; Judgment/Decision Making

Healing the Customer Relationship

OVERVIEW

Serving customers who are frustrated or angry is a challenge for both new and experienced service providers. Working with a customer who has had a bad experience demands extraordinary patience and tact. Research shows, however, that the effort can not only restore that customer’s loyalty, but create a relationship stronger than it was before.

In this module, participants discuss the positive potential in negative customer experiences and learn four guidelines for restoring a customer’s trust and confidence. Techniques to turn bad experiences into good include acknowledging the customer’s feelings, agreeing selectively, taking immediate action to correct the problem, making value-added gestures, and following up to demonstrate commitment to an improved relationship.

LEARNING OBJECTIVES

1. Identify negative customer experiences
2. Explain why it is important for organizations to heal relationships with customers who are frustrated or angry
3. State four guidelines for effectively restoring customer trust and confidence
4. Manage their own personal reactions to emotional statements made by customers
5. Use several defusing techniques with customers who are less than satisfied
6. Take action to turn things around after a service breakdown

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Customer Focus
Professional – Customer Focus
Identifying Work Priorities

OVERVIEW

Staff today often takes on many different kinds of jobs and responsibilities – cross-functional, project related, short duration, and long term. Work may come from many sources, and the supervisor must facilitate from time to time.

This unit helps staff prioritize their work according to the key results the organization is trying to achieve. Participants learn a common-sense approach that helps them formulate clear goals and add goals to those with high payoffs for the entire organization.

LEARNING OBJECTIVES

1. Rate and rank work responsibilities based on organization contribution
2. Identify options for handling high-priority responsibilities that may be compromised
3. Successfully help themselves and others identify work priorities

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Service and Technical Knowledge
Professional – Specialized Knowledge

Personal Strategies for Navigating Change

OVERVIEW

In today’s workplace, staff is experiencing tremendous changes in organizational strategies, in the way work gets done, and in the way staff works together. These changes present new demands and challenges for each individual in the organization. Without personal strategies for dealing productively with change, staff can become overwhelmed and communications can break down.

This course provides supervisors with an approach to navigating change— an approach that staff in any organization can use effectively. Participants explore skills that help them deal with change both individually and interpersonally, and they develop strategies to deal effectively with change that’s difficult for them.

LEARNING OBJECTIVES

1. Describe the challenges of the changes they are experiencing in their work
2. Describe common responses to change
3. Examine and learn from their own behavior during changes they’ve faced in the past
4. Assess and understand the reasons for change
5. Work effectively with others who resist change
6. Take positive action to make change successful, both individually and with others

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Management of Change
Professional – Management of Change
Presenting Your Thoughts and Ideas

OVERVIEW

The sharing of knowledge, thoughts, and ideas is essential to an organization’s ability to ensure continuous learning. Employees must be motivated to say what they think and skilled in expressing themselves effectively.

This unit raises participants’ confidence and skill in presenting their thoughts and ideas. They learn techniques for planning, organizing, and delivering results-oriented messages—techniques they can use in situations ranging from informal discussions to formal presentations.

LEARNING OBJECTIVES

1. Describe the three critical elements of public speaking
2. Explain the importance of considering listeners’ needs when planning to speak
3. Understand the need for formulating a clear, concise statement of the objective
4. Demonstrate a variety of delivery techniques
5. Structure and deliver a formal or informal presentation

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Personal Credibility
Professional – Personal Credibility

Proactive Listening

OVERVIEW

In today’s business environment, intense competition and rapid change have dramatically expanded the need for information. In the past, staff had to know how to do their jobs, but now staff needs a picture of the business as a whole. That means having information about external influences and about the work of other functions. Proactive listening helps meet this need. It is also a powerful tool for building and maintaining the strong relationships required to reach personal and organizational goals.

In this unit, participants learn verbal and nonverbal techniques for moving from a reactive to a proactive approach to listening.

LEARNING OBJECTIVES

1. Identify situations in which good listening can make the difference between success and failure
2. List typical barriers to effective listening
3. Listen proactively
4. List specific techniques to deal with communication styles they find challenging
5. Identify steps individuals can take to reinforce proactive listening

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Personal Credibility
Professional – Personal Credibility
Reaching for Stellar Service

OVERVIEW

To provide the kind of exceptional service that creates real customer loyalty, organizations need people who possess not only robust interpersonal skills, but a positive, can-do attitude, an understanding of the larger organizational context they work in, and a commitment to making excellence their everyday service standard.

In this module, participants explore the challenges of delivering stellar service and ways it adds value to every type of customer interaction: one-time or long-term, routine or unique, face-to-face or on the telephone, and technical or non-technical. Participants plan how to meet the five criteria by which customers judge service – respect and caring, timeliness, reliability, accuracy, and flexibility – and plan what they can do to improve their performance in these areas. In so doing, they gain an appreciation of their own strategic importance and an understanding of where to focus their efforts to become more effective service providers.

LEARNING OBJECTIVES

1. Describe the challenges of delivering stellar service
2. Describe the importance of their role in building customer loyalty
3. List key moments of truth in customer interactions
4. Describe how customers define service
5. Plan for their own success in delivering the five service qualities expected
6. List actions they can take to build customer loyalty

LENGTH

Four (4) Hours

WHO SHOULD ATTEND

Service/Maintenance – Customer Focus
Professional – Customer Focus

The Institute’s strength resides in the talents and resources of the people it employs and the creativity they bring to current and future challenges. The Management and Staff Development Programs provide career resources to and assist employees in learning more about careers, job performance, and work behaviors.

The Individual Development Plan (IDP), in combination with the Professional Development Programs, will: provide easier access to learning; shift ownership of the learning process to the learners; and provide individuals with a perspective on how learning benefits them, the organization, and the larger community. The attendees may develop new levels in confidence, knowledge, enthusiasm, communication skills, and team-work through participating in these learning opportunities.

Statistics have shown that individuals involved in development programs become more self-motivated; have a greater desire to learn at work; keep up with change; learn new skills; and advance to higher-level positions.

One should not expect changes overnight as a consequence of attending sessions in the Professional Development Program. Rather, the participation in these programs should be used as part of building competency in your current job role and to complement your chosen career path.
ENVIRONMENTAL HEALTH & SAFETY PROGRAMS

The Office of Environmental Health and Safety offers an extensive variety of safety programs, on a routine and scheduled basis. To access your individual web-based account of Traincaster, go to: http://www.rpi.traincaster.com and use the following login information:
User Name: Your Rensselaer Identification Number (on your Rensselaer Identification Card)
Password: Your Rensselaer Identification Number
At a glance, you and your supervisor can review the courses that have been assigned to your position; the courses you may have completed; and a schedule of upcoming sessions. Although many of the topics and much of the content available in these classes are required by regulatory statute, suggestions on additional topics should be directed to the Department of Environmental Health and Safety.

Asbestos Awareness

OVERVIEW
This session includes information regarding the potential health effects of asbestos exposure, recognition examples related to varying types of asbestos containing materials, the locations of asbestos containing materials on campus and the appropriate response actions to a potential fiber release incident.

LENGTH
One (1) Hour

WHO SHOULD ATTEND
All employees who may perform housekeeping and/or maintenance operations in areas that may contain asbestos materials.

FREQUENCY
Prior to initiating tasks that may involve housekeeping and/or maintenance operations in areas that may contain asbestos materials. At least annually thereafter.

Asbestos Handler/Supervisor/Inspector

OVERVIEW
These courses are required by New York State Code Rule 56 for all individuals that will be working with friable asbestos in job functions defined in the statute. The courses comprehensively discuss the potential health effects associated with asbestos exposure, potential synergistic health effects, engineering controls, procedural requirements, waste disposal, and posting requirements. The course also involves extensive hands-on activities relating to asbestos removal.

LENGTH
Thirty-two (32) Hours

WHO SHOULD ATTEND
All employees that may be required to remove, encapsulate, or otherwise disturb friable asbestos, or who handle asbestos material in any manner, which may result in the release of asbestos fiber.

FREQUENCY
Prior to initiating tasks that may involve the removal or handling of friable asbestos. At least annually thereafter.
Back Safety/Ergonomics

OVERVIEW

This session discusses a variety of ergonomic issues ranging from proper lifting techniques and strategies to a comprehensive review of computer workstation setup. Some of the potential causes of work-related musculoskeletal disorders (or WMSDs) are outlined, and preventative measures are presented. Reviews of specific workstations by the Office of Environmental Health and Safety are available upon request.

LENGTH

One (1) Hour

WHO SHOULD ATTEND

All employees that may be required to complete significant amounts of manual heavy lifting. All employees interested in ergonomic issues such as proper computer workstation setup are encouraged to attend.

FREQUENCY

Prior to initiating tasks that may involve significant amounts of manual heavy lifting.

Biosafety

OVERVIEW

This session combines the hazard identification and exposure control principles outlined in the Hazards Communication/Color Coded Hazards/RCRA session, with specific Biological laboratory safety and chemical hygiene concepts. Rensselaer’s Biosafety Program provides the foundation for information relating to laboratory practices and apparatus. Examples of specific real-life incidents are included to enhance understanding of the potential for incidents. Specific areas of focus of the informational session include: General Principles, Biosafety levels and Safe work practices, Decontamination and Waste management.

LENGTH

One (1.5) Hours

WHO SHOULD ATTEND

All employees that may be required to complete tasks related to Biological activities in Laboratory environments.

FREQUENCY

Prior to initiating tasks that may involve the completion of Biological activities in Laboratory environments or the use of chemicals. Additional training is required whenever new physical or health hazards are identified in the immediate work area.
**Bloodborne Pathogens**

**OVERVIEW**

This session provides an explanation of the epidemiology and symptoms of bloodborne diseases, modes of transmission, hazard recognition and exposure control techniques including work practice controls and personal protective equipment. In addition, procedures for post exposure reporting and medical treatment as well as labeling information and the disposal of regulated medical waste are discussed. Employees who successfully complete this session, and as a result of their job function have “occupational exposure”, will be offered the Hepatitis-B vaccine series free of charge. Information is made available regarding the vaccine’s efficacy, safety and method of inoculation.

**LENGTH**

One (1) Hour

**WHO SHOULD ATTEND**

All employees that, by the nature of their job responsibilities, may potentially be exposed to blood or other potentially infectious materials.

**FREQUENCY**

Prior to completing any job tasks in which exposure to blood or other potentially infectious material is reasonably possible. At least annually thereafter.

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**Bloodborne Pathogens Awareness**

**OVERVIEW**

This session provides an explanation of the epidemiology and symptoms of bloodborne diseases, modes of transmission, hazard recognition and appropriate responses to bloodborne incidents. Unless employees have completed the extended Bloodborne Pathogens course, initiating a clean-up of such an incident is not permitted.

**LENGTH**

Thirty (30) Minutes

**WHO SHOULD ATTEND**

All employees

**FREQUENCY**

One-Time
Cranes and Slings

OVERVIEW
This session covers the safe usage and inspection/maintenance requirements for varying types of cranes and lifting devices.

LENGTH
One (1) Hour

WHO SHOULD ATTEND
All employees that may be required to operate cranes or other lifting equipment as part of their job function.

FREQUENCY
Prior to initiating tasks that may involve the use of cranes or other lifting equipment.

DOT-HM Transportation

OVERVIEW
This course is comprised of three separate sessions including:
- General awareness
- Familiarization learning
- Function-specific learning
- Safety education

Subject matter includes the Hazardous Materials Table, container labeling, vehicle placarding, shipping paper requirements, and emergency response procedures.

LENGTH
Four (4) Hours

WHO SHOULD ATTEND
All employees that may be required to work in a shipping, receiving or material handling area or who may be involved in preparing or transporting hazardous materials as part of their job function.

FREQUENCY
Prior to initiating tasks which may involve the shipping, receiving, handling, preparing, or transporting of hazardous material. At least every three years.
Driver Awareness

OVERVIEW

This course includes a discussion of the behaviors that influence driving habits, as well as vehicle characteristics, focusing particularly on vans and other high occupancy vehicles.

LENGTH

One (1) Hour

WHO SHOULD ATTEND

This course is required for all employees that will operate high occupancy vehicles (15 passenger vans etc.) as part of Rensselaer activities.

FREQUENCY

One-Time

National Safety Council Defensive Driving

OVERVIEW

This course is offered in conjunction with the Office of Public Safety and is sponsored through the National Safety Council. The course includes a discussion of the behaviors that influence driving habits, as well as vehicle characteristics, the NSC’s “Collision Prevention Formula”, the potential effects of drugs and alcohol on driving, and anticipating potential hazards. For New York State residents, successful completion of the course includes up to a four (4) point reduction on the attendees driving record and a ten (10) percent reduction for three years from the base rate of the attendees current liability, no-fault and collision insurance premiums.

LENGTH

Six (6) Hours

WHO SHOULD ATTEND

This course is suggested for all employees

FREQUENCY

Every three years
**Electrical Safety**

**OVERVIEW**

This session is comprised of four major subject areas, which include design safety standards for electrical systems, safety related work practices, safety related maintenance requirements, and safety requirements for special equipment. The course combines classroom instruction with hands-on practice.

**LENGTH**

Three (3) Hours

**WHO SHOULD ATTEND**

All employees that, as part of their job function, may be exposed to a risk of electrical shock that is not reduced to a safe level by electrical system installation requirements.

**FREQUENCY**

Prior to initiating tasks that may involve the exposure to a risk of electrical shock that is not reduced to a safe level by electrical system installation requirements, as part of their job function.

**Electrical Safety Awareness**

**OVERVIEW**

This session is designed to introduce the attendee to the fundamental concepts of electricity, safe work practices and associated OSHA requirements for electrical devices in the workplace.

**LENGTH**

One (1) Hour

**WHO SHOULD ATTEND**

All employees whose job function entails significant work with, and/or around electricity other than in normal office or classroom environments.

**FREQUENCY**

One-Time
Fall Protection

OVERVIEW

This session discusses the recognition of fall hazards at Rensselaer, use of appropriate fall protection systems/devices, system limitations and proper storage and maintenance procedures.

LENGTH

Two (2) Hours

WHO SHOULD ATTEND

All employees that may be required to complete tasks, as part of their job duties, in which they could potentially be exposed to fall hazards.

FREQUENCY

Prior to initiating tasks that may involve exposure to fall hazards. Retraining is required if new types of Personal Protective Equipment or newly identified hazards, not previously discussed, are introduced into the workplace, or if an individual is observed exhibiting behaviors not consistent with appropriate Fall Protection procedures.

Fire Extinguisher Usage

OVERVIEW

This interactive, hands on session, introduces attendees to the varying types of fire extinguishers found on campus, the limitations of their usage, and fire assessment skills. Attendees will complete hands on exercises and extinguish actual controlled fires. Business casual dress is recommended. In accordance with Rensselaer’s Employee Emergency and Fire Prevention Plan, Rensselaer employees are required to simply exit the building as quickly and safely as possible in the event of an emergency unless otherwise instructed. Unless an individual has completed this session, portable fire extinguishers are not intended for employee use.

LENGTH

One (1) Hour

WHO SHOULD ATTEND

All employees that, by the nature of their job responsibilities, may potentially be permitted to utilize a fire extinguisher.

FREQUENCY

Prior to being permitted to utilize a fire extinguisher. At least annually thereafter.
National Safety Council First Aid/CPR

OVERVIEW
This program will teach individuals CPR/First Aid techniques for adults. Participants will receive a certificate of attendance from the National Safety Council. Instructors from the Office of Public Safety will conduct these sessions.

LENGTH
Eight (8) Hours

WHO SHOULD ATTEND
This course is suggested for all employees

FREQUENCY
Every Two Years

Hazardous Waste Management-90 Day Storage

OVERVIEW
This session includes information regarding proper hazardous waste labeling and storage issues in satellite accumulation areas (laboratories) as well as designated less than 90-day storage areas. Waste minimization techniques, spill prevention and control, and procedures for hazardous waste disposal are also included.

LENGTH
One (1) Hour

WHO SHOULD ATTEND
All employees that may be required to work in designated Hazardous Waste storage areas as part of their job function.

FREQUENCY
Prior to initiating tasks that may involve the generation of Hazardous Waste. At least annually thereafter for employees working in or around designated Hazardous Waste Storage Areas.
Hazardous Waste Management-Satellite

OVERVIEW
This session includes information regarding proper hazardous waste labeling and storage issues in satellite accumulation areas (laboratories) as well as designated less than 90-day storage areas. Waste minimization techniques, spill prevention and control, and procedures for hazardous waste disposal are also included.

LENGTH
One (1) Hour

WHO SHOULD ATTEND
All employees that may generate Hazardous Waste as part of their job function. Note: The Classroom Laboratory Safety Session may be substituted for this session.

FREQUENCY
Prior to initiating tasks that may involve the generation of Hazardous Waste.

Hazards Communication/RCRA

OVERVIEW
This session provides detailed information relating to identifying chemical hazards, utilizing universal and manufacturer’s labeling schemes, the specific hazardous characteristics of multiple classes of hazardous materials and methods to identify chemical exposure. In addition, the attendee is introduced to resources available to aid in the prevention of chemical exposure, such as Material Safety Data Sheets (MSDS), and published exposure control guidance. Hazardous Waste management issues, as well as appropriate chemical spill procedures and reporting protocols are also included.

LENGTH
One (1) Hour

WHO SHOULD ATTEND
All employees who may work with, or in areas in proximity to hazardous chemicals. Note: The Classroom Laboratory Safety Session may be substituted for this session.

FREQUENCY
Must be completed prior to working with, or in areas in proximity to hazardous chemicals. Additional instruction is required whenever new physical or health hazards are identified in the immediate work area.
**Introduction to Hearing Conservation**

**OVERVIEW**

This session reviews the effects that noise potentially has on long-term hearing, the advantages and disadvantages of hearing protectors, the use of attenuation devices, and the purpose and functioning of Rensselaer’s audiometric testing program.

**LENGTH**

Thirty (30) Minutes

**WHO SHOULD ATTEND**

All employees that are exposed to occupational noise at or above an 8-hour time weighted average of 85 decibels.

**FREQUENCY**

All employees that are exposed to occupational noise at or above an 8-hour time weighted average of 85 decibels; at least annually thereafter.

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**Laboratory Safety**

**OVERVIEW**

This session combines the hazard identification and exposure control principles outlined in the Hazards Communication/Color Coded Hazards/RCRA session, with specific laboratory safety and chemical hygiene concepts. Rensselaer’s Laboratory Chemical Hygiene Plan provides the foundation for information relating to laboratory practices and apparatus. Examples of specific real-life incidents are included to enhance understanding of the potential for incidents.

**LENGTH**

Two (2) Hours

**WHO SHOULD ATTEND**

All employees that may be required to complete tasks in Laboratory environments.

**FREQUENCY**

Prior to initiating tasks that may involve the completion of laboratory tasks or the use of chemicals. Additional instruction is required whenever new physical or health hazards are identified in the immediate work area.
Ladder Safety

OVERVIEW

This session discusses varying types of ladders including portable wood ladders, portable metal ladders and fixed ladders. Topics include proper set-up and use, inspection and maintenance, protection from deterioration and OSHA specifications.

LENGTH

Thirty (30) Minutes

WHO SHOULD ATTEND

All employees that may be required to utilize ladders on a routine basis as part of their job function.

FREQUENCY

Prior to initiating tasks that may involve the routine use of ladders.

Laser Safety

OVERVIEW

This session is comprised of six major subject areas, which include, laser fundamentals, laser hazards (beam and non beam), laser classification, safety practices and control measures, personal protective equipment, and warning devices.

LENGTH

Two (2) Hours

WHO SHOULD ATTEND

All employees that may be required to utilize Laser systems of power Class 2, 3A, 3B, or Class 4 as part of their job function.

FREQUENCY

Prior to initiating tasks that may involve the use of Laser systems of power Class 2, 3A, 3B, or Class 4 as part of their job function.
Lead Awareness

OVERVIEW
This session includes information pertaining to potential lead sources and hazards, types of potential exposures, signs and symptoms of exposure, hygiene practices exposure guidance values.

LENGTH
Thirty (30) Minutes

WHO SHOULD ATTEND
All employees

FREQUENCY
One Time

Lead Handler/Supervisor/Inspector

OVERVIEW
These sessions include information pertaining to potential lead sources and hazards, abatement procedures, exposure control and monitoring, and medical surveillance procedures.

LENGTH
Eight (8) Hours

WHO SHOULD ATTEND
All employees that may be required to work with, or in an area in which their exposure to lead exceeds the OSHA action level, or if due to exposure the possibility of skin and eye irritation exists.

FREQUENCY
Prior to initiating tasks that may require an employee to work with, or in an area in which their exposure to lead exceeds the OSHA action level, or if due to exposure the possibility of skin and eye irritation exists. At least annually thereafter.
**Lockout/Tagout-Affected Employee**

**OVERVIEW**

This session discusses the recognition of materials associated with the Lockout/Tagout process, procedures utilized and the requirements related to affected employees not interfering in the LOTO process.

**LENGTH**

Thirty (30) Minutes

**WHO SHOULD ATTEND**

All employees

**FREQUENCY**

One Time

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**Lockout/Tagout-Authorized Employee**

**OVERVIEW**

This session discusses the recognition of hazardous energy sources, energy control methodologies for varying types of potential energy, and energy control procedures for work at Rensselaer. Energy isolation scenarios are presented for specific equipment at Rensselaer to illustrate the steps required to verify "zero energy state".

**LENGTH**

Two (2) Hours

**WHO SHOULD ATTEND**

All employees that may be required to complete servicing or maintenance on a machine or piece of equipment in which the unexpected start up or release of stored energy from that piece of equipment could cause injury.

**FREQUENCY**

Prior to initiating tasks that may involve energy isolation and Lockout/Tagout. Additional instruction is required whenever new job assignments, equipment, or procedures not previously covered are introduced to the workplace or if an individual is observed exhibiting behaviors not consistent with appropriate Lockout/Tagout procedures.
**Machine Guarding**

**OVERVIEW**

This session discusses varying types of machine guards, the use of these safety features, and the general requirements for machine guarding.

**LENGTH**

Thirty (30) Minutes

**WHO SHOULD ATTEND**

All employees that may be exposed to machines or equipment containing ingoing nip points, rotating parts, flying chips and sparks, or other associated hazards.

**FREQUENCY**

Prior to initiating tasks that may involve exposure to machines or equipment containing ingoing nip points, rotating parts, flying chips and sparks, or other associated hazards.

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**Permit Required Confined Spaces**

**OVERVIEW**

This session discusses the hazards associated with confined spaces as well as Rensselaer’s procedural/documentation requirements for permit-required confined space entry. Specific topic areas include space identification/evaluation, hazard recognition, potential atmospheric hazards and testing, and entry procedures/documentation.

**LENGTH**

One (1) Hour

**WHO SHOULD ATTEND**

All employees that may be required to enter permit-required confined spaces as part of their job function.

**FREQUENCY**

Prior to initiating tasks that may involve entry into permit-required confined spaces. Additional instruction is required when/if confined space entry procedures are changed, or if an individual is observed exhibiting behaviors not consistent with appropriate Confined Space Entry procedures.
Personal Protective Equipment

OVERVIEW

This session reviews fundamental concepts relating to Personal Protective Equipment, such as when PPE is necessary and what types are appropriate, how to utilize PPE and adjust equipment as needed, and the proper care, maintenance, useful life and disposal of PPE. Specific areas of personal protection discussed include: eye and face protection, respiratory protection (introduction), head protection, foot protection, electrical protective equipment, and hand protection.

LENGTH

Thirty (30) Minutes

WHO SHOULD ATTEND

All employees that may be required to utilize Personal Protective Equipment. Note: The Classroom Laboratory Safety Session may be substituted for this session.

FREQUENCY

Prior to initiating tasks that involve the use of Personal Protective Equipment. Retraining is required if new types of Personal Protective Equipment, not previously discussed, are introduced into the workplace or if an individual is observed exhibiting behaviors not consistent with appropriate Personal Protective Equipment usage.

Portable Power Tools

OVERVIEW

This session discusses safe operating procedures as well as inspection and maintenance requirements for portable power tools. Guarding requirements for specific tools are also discussed.

LENGTH

One (1) Hour

WHO SHOULD ATTEND

All employees that may be required to operate portable powered tools and part of their job function.

FREQUENCY

Prior to initiating tasks that may involve the use of portable power tools. Additional instruction is required whenever new equipment or procedures not previously covered are introduced to the workplace.
### Powered Industrial Trucks

**OVERVIEW**

This session is comprised of two sections, classroom instruction and practical exercise/evaluation of the student’s ability to operate powered industrial trucks. The course includes topics such as truck characteristics, controls and instrumentation, vehicle capacity and stability, operating limitations, and safe operating procedures.

**LENGTH**

Three (3) Hours

**WHO SHOULD ATTEND**

All employees that may be required to operate a powered industrial truck as part of their job responsibilities.

**FREQUENCY**

Prior to operating a Powered Industrial Truck at Rensselaer. Additional instruction may be required if an operator is observed operating a vehicle in a manner not consistent with safe operating standards, is involved in an accident or near miss incident, and/or if conditions in the workplace change in a manner that could affect the safe operation of the truck. Performance evaluations will be completed at least once every three years.

### Powered Lifts

**OVERVIEW**

This session discusses hazard recognition, accident prevention, personal fall arrest systems, inspection of equipment, and system care maintenance. General safe operating procedures and equipment limitations are also included.

**LENGTH**

One (1) Hour

**WHO SHOULD ATTEND**

All employees that may be required to utilize powered lifts as part of their job function.

**FREQUENCY**

Prior to initiating tasks that may involve the use of powered lifts.
**Radiation Safety Awareness**

**OVERVIEW**
This session includes information pertaining to potential radiation sources and hazards, exposure control and monitoring, and medical surveillance procedures.

**LENGTH**
One (1) Hour

**WHO SHOULD ATTEND**
All employees that may be required to work in the vicinity of a radiation related restricted area and/or around radioactive materials.

**FREQUENCY**
Prior to initiating tasks that may involve work in the vicinity of a radiation related restricted area and/or around radioactive materials.

**Radiation Safety Worker**

**OVERVIEW**
This session includes information pertaining to potential radiation sources and hazards, exposure control and monitoring, and medical surveillance procedures.

**LENGTH**
One (1) Hour

**WHO SHOULD ATTEND**
All employees that may be required to work in a radiation related restricted area and/or with radioactive materials.

**FREQUENCY**
Prior to initiating tasks that may involve work in a radiation related restricted area and/or with radioactive materials. At least annually thereafter.
Refrigeration Certification

OVERVIEW

This session is designed to meet the requirements of the Environmental Protection Agency’s (EPA) technician instruction and certification found in 40CFR Part 82.40.

LENGTH

Eight (8) Hours

WHO SHOULD ATTEND

All employees that may be required to remove refrigerants from HVAC or other equipment as part of their job function.

FREQUENCY

Prior to initiating tasks that may involve the removal of refrigerants from HVAC or other equipment.

Respiratory Protection

OVERVIEW

This session comprehensively addresses issues relating to respiratory protection such as: proper selection, usage and limitations, inspection and storage, medical qualification, and fit testing. Individual respiratory needs are discussed and evaluated. Attendees that successfully complete the session may be included in Rensselaer’s Respiratory Protection Program.

LENGTH

One (1) Hour

WHO SHOULD ATTEND

All employees that may be required to utilize respiratory protection as part of their associated job responsibilities.

FREQUENCY

Prior to initiating tasks that may involve the use of respiratory protection, and at least annually thereafter.
Scaffolding Safety and Usage

**OVERVIEW**

This session describes the requirements for Scaffolding assembly and usage. Hands on exercises involving the assembly and disassembly of several varieties of scaffolding as well as safety precautions for working around scaffolding are included.

**LENGTH**

Four (4) Hours

**WHO SHOULD ATTEND**

All employees that may be required to utilize scaffolding as part of their job function.

**FREQUENCY**

Prior to initiating tasks that may involve the use of scaffolding.

Trenching and Shoring

**OVERVIEW**

This session is designed to satisfy the Occupational Safety and Health Administration’s requirement that a “competent person” make inspections of excavations and the surrounding work areas to identify situations that could result in hazardous conditions (e.g., possible cave-ins, indications of failure of protective systems, hazardous atmospheres, or other hazardous conditions), and ensure that corrective measures are taken when necessary.

**LENGTH**

Eight (8) Hours

**WHO SHOULD ATTEND**

All employees that may be required to complete duties consistent with those of a “Competent Person” as defined in 29 CFR 1926.650 of federal regulations.

**FREQUENCY**

Prior to initiating tasks that may involve excavation requiring an individual to complete duties consistent with those of a “Competent Person” as defined in 29 CFR 1926.650 of federal regulations.
Welding and Cutting (Hot Work)

OVERVIEW

This session reviews aspects of welding and other "hot work" such as fire prevention, personal protective equipment, exposure control, compressed gas safety, electrical safety, and the maintenance and storage of equipment.

LENGTH

Two (2) Hours

WHO SHOULD ATTEND

All employees that may be required to operate welding equipment as part of their job function. Additional instruction is required whenever new equipment, or procedures not previously covered are introduced to the workplace.

FREQUENCY

Prior to initiating tasks that may involve the use of welding equipment.
FOCUSED WORKSHOPS

The Focused Workshops are presented in partnership with the Family and Children’s Service of the Capital Region, Inc. A variety of experienced trainers who are extensively familiar with the subject matter and have proven success in facilitating adult learning will present the on-site sessions. These programs are designed to focus on professional development and workplace issues as well as personal development and well-being. Each program is announced four (4) weeks prior to the scheduled date. A completed registration form should be submitted at least two weeks prior to the program date in order to reserve your space and to allow sufficient time for you to receive a confirmation. A registration fee of $25 for each participant per program will be charged to the appropriate account code as noted on your registration form.

DECISION MAKING AND DELEGATING
This program is designed for those in leadership positions interested in bettering their decision making and delegating skills. Participants will learn successful decision making strategies including a one minute decision making process. They will also learn techniques for delegating responsibilities and examine reasons for not delegating.

DOCUMENTING DISCIPLINE
A thorough workshop designed to teach supervisors how to effectively document discipline. The workshop will address common situations and a systematic strategy for a supervisor to take effective, consistent disciplinary measures.

DOING THE RIGHT THING: ETHICS AT WORK
In our daily race against time, events, and technology, it is often challenging to find the right questions - much less the answers for ethical issues. This session will address current thinking on the topic along with practical tools for framing an ethical approach to workplace problems.

BEHAVIORAL INTERVIEWING
This workshop will focus on the process and skills for effective interviewing. Participants will learn the concept of behavioral interviewing, how to plan, conduct and evaluate an interview, the legal limits to questioning, and how to develop effective interview questions.

LEADERSHIP STYLE AND EFFECTIVENESS
This workshop will take a theoretical and philosophical look at leadership. Recent contemporary leadership styles will be introduced, especially “transformational leadership”. This workshop will create a better understanding of personalizing leadership and choosing effective leadership behaviors.
**Leading Change**
This workshop is designed for managers and supervisors managing staff during times of organizational change. Participants will learn the dynamics of organizational change, the stages of response to change, and specific strategies for helping employees move through the change process.

**Motivation In The Workplace**
Is work ever supposed to be enjoyable? It can be enjoyable and productive if employees are motivated. This workshop will discuss the benefits of personal motivation, stressing individual personalities, styles and reward structures. Participants will learn techniques to motivate others and link motivation and appreciation, using realistic strategies.

**Performance Appraisal**
One of the most dynamic interactions between a manager and an employee is the performance appraisal. This workshop is specifically designed to help use this powerful tool to build employee morale and support growth. This is an interactive approach that yields outstanding results.

**Preventing Harassment In The Workplace**
An introduction to sexual harassment, including the definition of what constitutes sexual harassment, discrimination, the responsibilities of managers and supervisors in maintaining a harassment-free workplace, and a review of relevant organization policies and procedures. Discussion will also address sensitivity and awareness of gender issues to promote effective working relationships.

**Preventing Workplace Violence**
A workshop for managers and supervisors in promoting an understanding of workplace violence: its prevalence, its causes and ways to diffuse difficult situations before they escalate to violence; when to access outside help (helping EAP); preventative measures.

**Qualities of an Effective Supervisor**
This training is designed for first time supervisors or supervisors who have not received training in supervision. It will concentrate on the roles and functions of a supervisor and consider four supervisory styles as they relate to success in working with subordinates.

**Successful Communication In The Workplace**
This workshop will heighten awareness of the ways we communicate with our co-workers. Participants will identify communication strategies to overcome resistance and conflict. Also included will be an overview of common communication pitfalls, the use of non-verbal skills for greater impact, assertiveness skills, and specific techniques for managing difficult interactions.

**Supervisory Training**
Supervisors will learn how to recognize and identify a distressed employee, what their role is in helping that employee meet work performance standards, and how to effectively utilize EAP as a tool for successful intervention.
**Team Building**  
This workshop is designed to maximize team productivity and growth. Tools are integrated to recognize individual needs and maximize individual strengths to benefit the entire team. Teams will be taught conflict resolution skills to maximize peak performance.

**Valuing Differences**  
This workshop will help employees recognize and embrace diversity in the workplace. Participants will engage in activities to help them identify how differences among individuals are an asset. Stereotypes and their effect on behavior will be addressed in a thought provoking manner.

**Anger Management**  
Anger is a common, normal human response to any situation that is perceived to be a threat to our safety, well being, sense of security, self esteem, hopes or expectations. The average worker is upset 12 to 14 times a day by work situations and normal interactions with others, making anger management an important skill to develop. This workshop will explore the root, masks, and risks of anger. The workshop will also focus on effective strategies for managing anger and creative alternatives to anger.

**Assertive Communication Strategies**  
This workshop is designed to help people become more assertive. Clear communication skills as well as practical applications are emphasized to empower participants with the ability to create “win/win” situations in their lives.

**Conflict Resolution**  
This workshop uses a national model of addressing differences utilizing communication and respect. The goal of this workshop is to help participants recognize ways to manage conflict in a positive and tolerant manner. Strategies designed to defuse upsetting situations and open communication will be discussed and practiced. This workshop will include an experiential exercise on conflict resolution.

**Dealing With Difficult People**  
This program offers the insight needed to understand the difficult people in our lives. It includes an introduction to the behavioral dynamics and essential communication strategies designed to diffuse difficult encounters and move beyond conflict to problem resolution.

**Effective Listening**  
This workshop is intended to heighten awareness of the way that people use their listening skills. It will introduce participants to various types of listening, the anatomy of effective listening, and increase awareness of their own unique style of listening. Strategies and skills will be discussed on how to be a better listener, as well as the pitfalls that interrupt the listening process.
**Enhancing Self-Esteem**  
A workshop designed to help participants recognize the valuable contribution of their roles in the workplace. Participants will explore self perception and the impact that has on their success. It will also include a discussion of strategies for building confidence and goal setting to build competence.

**Finding Balance: Life and Work in the 21st Century**  
This workshop explores differing perceptions of success and how to identify one’s own version of success. Participants will identify the stressors associated with juggling many responsibilities and identify ways to manage them.

**Grief and Loss**  
This program is designed to provide participants with education, skills and strategies to aid in coping with grief and loss. It is not limited to bereavement resulting from the death of a loved one, but offers a broad application of the stages of mourning that may occur during any major life transition.

**Navigating the Change Process**  
The goal of this workshop is to help participants learn to manage the universal experience of life - change. Participants will learn to recognize their own response patterns in dealing with change, to deal with resistance to change, and discover strategies for helping themselves and others through the process.

**Public Speaking**  
This workshop will teach the components of effective public speaking and will address communication styles, including awareness of our own fears and speaking styles. Strategies and elements of the presentation will be discussed, including proper planning for the presentation, information within the limits, effective introductions and conclusions, as well as outlining. Includes an overview of common presentation pitfalls and how to avoid them.

**Resiliency: Hanging On While Letting Go**  
The goal of this workshop is to explore the recuperative nature of human beings and to learn how various behaviors and attitudes assist healing. Participants will learn core assumptions of resiliency, the nature of stress and trauma, personality traits and environmental factors that facilitate resiliency, symptoms experienced during the healing process, and strategies that can enhance resiliency.

**Stress Management**  
Learn strategies for controlling harmful stress, including the philosophy of stress, how to identify stressors, strategies for managing stress reactions and preventative self-care. This workshop also includes an experiential exercise in deep breathing/muscle relaxation/guided imagery technique.
**SUPERVISOR’S SELF-CARE STRATEGIES**
Self-care is one of the most often overlooked strategies for supervisors’ success. This workshop will empower supervisors with information on turning negative into positive self-concepts, the four stages of implementing changes, recognizing and preventing burn-out, developing charismatic qualities and projecting self-confidence.

**TIME MANAGEMENT**
Keep time from slipping away! Participants will learn time management strategies. The philosophy of time management, identifying time wasters, strategies for time investment, and benefits of time blocking/scheduling will be discussed. This workshop will also include a self-survey of personal and professional time commitments.
The following programs are designed to ensure that we meet the challenge of complying with employment law requirements in a manner that advances our mission. Education of our people is a critical component in preventing harassment and discrimination from our workplace. Each session will be announced in advance for registration with a confirmation sent to each registrant at least four business days prior to the program date. Space is limited for these sessions; however, multiple presentations will be made to allow all anticipated attendees an opportunity to attend.

**Compliance and Employment Law Seminar**

This seminar provides detailed coverage of the laws that obligate employers in higher education such as federal legislation, court decisions, and the impact of laws on employment-related decisions. Information will be presented on current legal issues affecting the daily operations of the Institute. Seminar topics include: Promotion & Tenure Process; Americans with Disability Act (ADA); Equal Employment Opportunity/Affirmative Action; Title IX; Sexual Harassment; and Intellectual Property Policy. All Managers, Directors, Deans, Associate or Assistant Deans, and Vice Presidents are expected to attend annually.

**HR Policies and Procedures**

Ensuring that faculty/staff understand the operational policies and employment law mandates is just good business; it protects our organization’s assets in a productive manner while enhancing our working environment. In this ongoing series of workshops, supervisory faculty and staff will review the human resource policies with emphasis on new policies; problem areas; employer compliance issues; and operational procedures. The programs are presented periodically on the following topics:

- Making Training Pay Off
- Corrective Discipline
- Pay and Work Schedules
- Family & Medical Leave
- Sexual Harassment
- Americans w/Disabilities
- Affirmative Action Plan
- Workplace Diversity
- Workplace Security
- Peer Review Appeal
- Status Changes
- Intellectual Property

**Hiring the Right People**

This is a two-hour workshop for faculty and supervisors responsible for hiring staff. In this workshop you will learn how to clearly define job responsibilities, recognize skills needed to perform the job well, and interviewing techniques with an emphasis on the right fit for the workplace environment. Discussion includes questions that can and cannot be asked of applicants; how to advertise job requirements without adversely impacting protected class groups; how to review job applications and prepare for the interview; tips for conducting the interview; and rating the candidate.
FACULTY and STAFF ORIENTATION

This program is designed to familiarize new faculty and staff with the Institute’s policies and to enroll in the medical, dental, life, disability insurance benefits; and the retirement program. All new faculty/staff must attend within the first 30 days of employment. The full-day sessions are presented on the 2nd and 4th Mondays and cover three broad areas:

1 History and mission of Rensselaer Polytechnic Institute

2 Life and resources available to all faculty and staff

3 Policies, safety practices, and benefits

Attendees also receive continental breakfast, lunch, and afternoon refreshments in addition to a tour of the campus.

LUNCH with LEADERSHIP SERIES

These lunch meetings allow members of the President’s Cabinet to meet with randomly selected Faculty and Staff from all levels and disciplines. The program objectives are to add value to the Faculty and Staff Orientation Program; to open and maintain positive dialogue among the group; and to foster cooperation between leadership, faculty, and staff.

Individuals receive invitations requiring confirmation of attendance. Faculty and staff unable to attend on the selected date will be placed on a recurring invitation list for two months.

The lunch meetings are held Noon – 1:30pm monthly on the Troy campus and quarterly on the Hartford campus. Each session features a short presentation followed by interactive discussions that address questions and exchange ideas.

The meetings give Faculty and Staff an opportunity to broaden their knowledge of the organization and network with other Faculty and Staff.

BROWN BAG LUNCH SERIES

One of the habits that we often get into at work is not taking enough time to keep up on new trends and ideas or to get to know other supervisors. The Division of Human Resources hosts an opportunity for supervisors to spend a lunch hour learning together to strengthen communication channels and keep faculty and staff informed of key initiatives.

The Brown Bag Lunch series is held monthly when supervisors spend a lunch hour talking about issues of interest to the group. The program follows a basic format of brief opening remarks about the topic followed by a dialogue in a relaxed atmosphere. This allows for an open, frank discussion among the participants.

Participant space is limited to ten (10). Confirmation is required to reserve your space. You may bring your own lunch or order a brown bag lunch and eat during the session. The schedule and location of the upcoming brown bag sessions are posted issues of the HR Polytechnote.
In partnership with Hudson Valley Community College, the following offerings are made as personal enrichment sessions about topics employees would like to improve. If you are interested in these programs, please contact the Division of Human Resources for scheduling and registration fees.

**Basic Computer Skills**
Classes offered in everything from Introduction to PCs and Windows through all of the Microsoft Office Professional software products, including Word, Excel, Access, and PowerPoint, both basic and advanced levels of each.

**Basic Writing Skills**
This course teaches fundamental writing skills and offers group and individualized instruction in basic sentence structure, grammar and mechanics.

**Basic Reading Skills**
This course will enhance reading skills by developing literal, inferential and critical reading comprehension. There will be an emphasis on vocabulary development which will teach how to use context clues, analyze word structure, and use of the dictionary.

**English as a Second Language**
This course teaches language development in grammar and writing, vocabulary and reading, listening and conversation skills, and American culture.
Developing partnerships is essential to providing comprehensive computer technology programs of instruction. We all know that available resources directly impact how we develop plans for the future. We also know that technology is rapidly changing, and we need to seek new ways to integrate these changes into our workplace. The Computer Classes are being presented with our internal partner of Academic and Research Computing; and our external partnership with Computer Visions.

ARC offers non-credit (no grades) short courses on ARC computing services to all members of the Rensselaer community. Members of the ARC staff who can most effectively help you accomplish your computing goals teach these courses. There is no charge for these courses, but you must register. Course registration is now done on-line. Before you register, make sure you have the necessary prerequisites for the course. They are listed along with the course descriptions below. If you have any questions, you can contact the VCC Help Desk at extension 7777 or send e-mail to consult@rpi.edu. Registration information, schedule of courses, and course descriptions can be found at: http:\www.rpi.edu/computing/courses/courses.html

Founded in 1996, Computer Visions works hard to consistently provide quality computer training. As a Microsoft Certified Technical Education Center (Microsoft Learning Partner) every aspect of the training experience is taken into consideration. Our goal is to attain complete customer satisfaction while building strong, lasting relationships with our clients.

As a New York State, woman-owned and operated provider of computer training we specialize in the education of business professionals. We teach clients how to use popular business application software as well as technical network operating systems. The adult learning principles are applied through hands-on classroom training, effective training aids, and free technical support. Computer Visions prepares today’s business people to use the latest technology efficiently to increase productivity. Training is offered for the novice as well as the "power user".

For more Information contact Ms. Sarah Trop@518-437-1600 or by electronic mail at trops@compvisions.com
REGISTRATION INFORMATION

ENROLLMENT LIMITS
Enrollment in each course, workshop, or seminar may be limited. As a result, early registration is recommended. The number of participants from the same division, department, and school may also be limited.

REGISTRATION
To register, simply complete and return by mail or fax the registration form. Telephone registration is not available; however, the registration form is available on the Division of Human Resources’ web page for submitting electronically. A registration form is required for each attendee.

You will receive a written confirmation providing you with more details about the program. Registration deadline is usually two weeks prior to the program date. If you have not received a written confirmation one week prior to the date, please contact the Division of Human Resources before planning to attend.

REGISTRATION FEE
Registration fees vary depending on the course, workshop, or seminar. Your registration fee includes all course materials and refreshment breaks. Please indicate whether you have special dietary needs requiring accommodation.

PAYMENT
Payment is required in advance of the program. Please ensure that the appropriate authorizing signatures are clearly noted on the registration form for payment.

INSTRUCTION
Course delivery may vary among the diverse group of presenters and locations of the programs.

SUBSTITUTION/CANCELLATION
Substitution of registrants can be made at any time. The full program fee will be charged for any registration that is not cancelled in writing five business days prior to the program date. The authorized representative of a division, department, or school that approves the registration form is responsible for cancellation, substitution, and payment.

SCHEDULE
Attendees can check-in and review materials one-half hour before the program starting time at all locations. Instruction concludes within a half-hour of the scheduled time, depending on the particular program and location.

ACCOMMODATIONS
Please notify the appropriate program location in advance to ensure proper accommodations are available if needed.
Registration Form

To confirm your program selection, complete all of the information within the Registration Form and return it to the Division of Human Resources two weeks prior to the course start date. The form is available at http://www.rpi.edu/dept/hr/index.html

All fields are required to process registration – incomplete forms will be returned via campus mail. Program cancellations received five (5) business days in advance of the seminar are fully refundable. **If you do not attend the course and do not cancel five (5) business days in advance, your division will be charged for the full program cost.** To accommodate persons with disabilities or special needs, please contact the Division of Human Resources.

PLEASE PRINT OR TYPE INFORMATION

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**TOTAL:**

**I meet all requirements to attend this program and agree to the cancellation policy.**

Participant’s Signature ____________________________ Date ______________________

Supervisor’s Approval ____________________________ Date ______________________

RETURN COMPLETED REGISTRATION FORM TO THE DIVISION OF HUMAN RESOURCES - 
FAX: 276-2512 or CAMPUS MAIL